



Republic of the Philippines
Department of Education
 REGION VII – CENTRAL VISAYAS
 Schools Division of Bohol

**Office of the Schools
 Division Superintendent**

November 26, 2025

DIVISION MEMORANDUM
 No. **813** , s. 2025


Virtual Development of Assessment Tools for Key Stage 1 Learners in Good Manners and Right Conduct (GMRC) Schools Division of Bohol

TO: Assistant Schools Division Superintendents
 Chiefs- CID and SGOD Functional Divisions
 Public Schools District Supervisors/ Acting PSDSs
 Secondary School Principals
 Elementary School Principals

1. This Office through the Curriculum and Implementations Division (CID), announces the **Virtual Development** of Assessment Tools for Key Stage 1 Learners in Good Manners and Right Conduct (GMRC) Schools Division of Bohol on the following schedules:

Activity	Timeline
Planning & TWG formation	November 27, 2025
Tool drafting	November 28-30, 2025
Expert validation	December 3-5, 2025
Pilot testing	December 11-12, 2025
Finalization of tools	December 22,, 2025
Orientation & distribution	January 8, 2025

2. The identified Technical Working Group (TWG) Members for the Development of the of the GMRC Assessment Tools are the following:
 1. Rose B. Gunday- Guidulman District
 2. Jerome E. Camacho- Ubay 1 District
 3. Elena S. Bigcal - Batuan District
3. Travel and other incidental expenses incurred by the participants who have no internet connection, shall be charged to School MOOE subject to the usual auditing of the COA rules and regulation.
4. Immediate and wide dissemination of this Memorandum is desired.

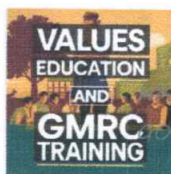

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 Schools Division Superintenden

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Key Stage	1-3
Worksheet	Activity/Session Guide

Activity/Capability Building Activity Title: DEVELOPMENT OF ASSESSMENT TOOLS FOR KEY STAGE 1 LEARNERS IN GOOD MANNERS AND RIGHT CONDUCT (GMRC) Schools Division Office Bohol

Year: 2025-2026

Type: Experiential Session

Facilitator: SDO Bohol Values Facilitators

Participants: ValEd and GMRC District Coordinators, School Heads, Public Schools District Supervisors

Duration: 24 hours (December 6-8, 2025)

Setting: Blended Platform

<i>Phil Professional Standards for Teachers (PPST)</i>	<i>Professional Standards for School Heads (PPSH)</i>
<p>Domain 1, Content Knowledge and Pedagogy</p> <ul style="list-style-type: none"> 1 Content knowledge and its application within and across curriculum areas 2 Research-based knowledge and principles of teaching and learning 3 Positive use of ICT 5 Strategies for developing critical and creative thinking, as well as other higher-order thinking skills 7 Classroom communication strategies <p>Domain 2, Learning Environment</p> <ul style="list-style-type: none"> 2 Fair learning environment 3 Management of classroom structure and activities 4 Support for learner participation 5 Promotion of purposive learning 6 Management of learner behavior <p>Domain 3, Diversity of Learners</p> <ul style="list-style-type: none"> 4 Learners in difficult circumstances 5 Learners from indigenous groups <p>Domain 4, Curriculum and Planning,</p> <ul style="list-style-type: none"> 1 Planning and management of teaching and learning process 2 Learning outcomes aligned with learning competencies 3 Relevance and responsiveness of learning programs 4 Professional collaboration to enrich teaching practice 5 Teaching and learning resources including ICT <p>Domain 5, Assessment and Reporting</p> <ul style="list-style-type: none"> 1 Design, selection, organization and utilization of assessment strategies 2 Monitoring and evaluation of learner progress and achievement 	<p>Domain 1, Leading Strategically</p> <ul style="list-style-type: none"> 1 Vision, mission and core values 2 Policy review and implementation 3 School planning and implementation 4 Research to improve school performance 5 Programs, projects, and activities 6 Learner's voice 7 Monitoring and evaluation processes and tools <p>Domain 2, Managing School Operations and Resources</p> <ul style="list-style-type: none"> 1 School data and information 2 Financial management 3 School facilities and equipment 4 Management of staff 5 School safety for disaster preparedness, mitigation, and resiliency 6 Emerging challenges and opportunities <p>Domain 3, Focusing on Teaching and Learning</p> <ul style="list-style-type: none"> 1 School-based curriculum review and contextualization 2 Teaching standards and pedagogies 3 Teaching performance feedback 4 Learning assessment 5 Learning environment 6 Learner discipline 7 Career awareness and opportunities <p>Domain 4, Developing Self and Others</p> <ul style="list-style-type: none"> 1 Personal and professional

<p>3 Feedback to improve learning</p> <p>4 Communication of learner needs, progress and achievement to key stakeholders</p> <p>5 Use of assessment data to enhance teaching and learning practices and programs</p> <p>Domain 6, Community Linkages and Professional Engagement</p> <p>1 Establishment of learning environments that are responsive to community contexts</p> <p>2 Engagement of parents and the wider school community in the educative process</p> <p>3 Professional ethics</p> <p>4 School policies and procedures</p> <p>Domain 7, Personal Growth and Professional Development</p> <p>1 Philosophy of teaching</p> <p>2 Dignity of teaching as a profession</p> <p>3 Professional links with colleagues</p> <p>4 Professional reflection and learning to improve practice</p> <p>5 Professional development goals</p>	<p>development</p> <p>2 Professional reflection and learning to improve practice</p> <p>4 Learning and development of school personnel</p> <p>5 Developing leadership in individuals and teams</p> <p>6 Leading organizations within the school</p> <p>7 Rewards and recognition</p> <p>8 General welfare of school personnel</p> <p>Domain 5, Building Connections</p> <p>1 Managing diverse relationships</p> <p>2 Inclusive practice</p> <p>3 Communication</p> <p>4 Community engagement</p>
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I. RATIONALE

The implementation of the Good Manners and Right Conduct (GMRC) curriculum under Republic Act 11476 emphasizes character formation, values integration, and responsible citizenship among early learners. For Key Stage 1 (Grades 1–3), it is essential to design **age-appropriate, culturally relevant, and evidence-based assessment tools** to ensure that learners not only understand but also consistently practice desirable values in school, home, and community.

Currently, schools within SDO Bohol utilize varying assessment practices that may lack standardization and alignment with MELCs (Most Essential Learning Competencies). To promote **consistency, fairness, and instructional improvement**, the development of unified assessment tools is necessary.

This proposal seeks approval for the creation, validation, and pilot implementation of GMRC assessment tools tailor-fit for the unique context of Boholano learners.

II. OBJECTIVES

This activity aims to:

- a) **develop standardized assessment tools** for Key Stage 1 learners in GMRC aligned with DepEd's GMRC curriculum,
- b) **ensure age-appropriateness** by designing tools suited to young learners' cognitive, emotional, and social development,
- c) **contextualize assessment items** to the local culture, values, and community practices in Bohol,
- d) **validate the tools** through expert review and pilot testing in selected public elementary schools, and **provide teachers with user-friendly assessment guides** to monitor learners' behavior, habits, and value formation.

III. SCOPE AND LIMITATIONS

The project will cover Key Stage 1 (Grades 1–3) learners within the Division of Bohol.

Tools to be developed include:

- Observation checklists
- Rating scales
- Scenario-based assessments

- Performance tasks
- Parent-feedback forms
- Learner self-reflection worksheets (age-appropriate)

The project does not include the development of digital platforms; however, materials will be made adaptable for digital or modular formats.

IV. PROPOSED OUTPUTS

1. **GMRC Assessment Framework for KS1**
2. **Teacher's Assessment Guidebook**
3. **Standardized Assessment Tools**, including:
 - Classroom Observation Checklist
 - Behavior Rating Scale
 - Situational Test Cards
 - Picture-Based Assessment Sheets
 - GMRC Performance Task Rubrics
 - Home-School Collaboration Feedback Form
4. **Validated Final Versions** after pilot testing
5. **Orientation Workshop** for teachers in SDO Bohol

V. METHODOLOGY

1. **Planning and Team Formation**
 - Create a Technical Working Group (TWG) composed of EPSs in EsP/GMRC, Master Teachers, and selected classroom teachers.
 - Review MELCs, DepEd guidelines, and contextual realities in Bohol.
2. **Tool Development**
 - Draft age-appropriate assessment tools for Grades 1–3.
 - Integrate cultural elements (e.g., respect for elders, courteous greetings, community responsibility).
3. **Expert Review**
 - Conduct validation with GMRC/EsP experts, guidance counselors, and teachers with early-grade experience.
 - Revise based on feedback.
4. **Pilot Testing**
 - Select 6–10 representative schools across urban, rural, and island districts.
 - Administer tools for one grading period.
 - Gather feedback from teachers, parents, and learners.
5. **Finalization**
 - Refine assessment tools based on pilot data.
 - Produce final version and training materials.
6. **Teacher Orientation and Roll-Out**
 - Conduct division-wide orientation or LAC-based training.

VI. PROJECT TIMELINE (Indicative)

Activity	Timeline
Planning & TWG formation	Wk 1, November, 2025
Tool drafting	Wk 4, November, 2025
Expert validation	Wk 4, November, 2025
Pilot testing	Wk 1, December, 2025
Finalization of tools	Wk 2, December, 2025
Orientation & distribution	Wk 3, December, 2025

VII. BUDGETARY REQUIREMENTS

Item	Estimated Cost
TWG meetings and workshops	Virtual
Printing of assessment tools	Charged to School MOOE
Pilot testing logistics	Charged to School MOOE
Orientation/training	Virtual
Miscellaneous expenses	None
Total Estimated Cost	<i>(Detailed budget to be finalized in coordination with the SDO Budget Office.)</i>

VIII. EXPECTED OUTCOMES

- Enhanced **consistency** in GMRC assessment across SDO Bohol.
- Improved **monitoring of learner behavior and value formation**.
- Increased **teacher confidence** in evaluating GMRC competencies.
- Stronger **partnership between home and school** in developing good manners and right conduct.
- Availability of **contextualized assessment resources** for long-term adoption.


IX. CONCLUSION

The development of standardized and culturally relevant GMRC assessment tools for Key Stage 1 learners supports DepEd's commitment to holistic child development. This initiative will equip teachers with reliable tools to nurture values, strengthen character formation, and guide learners toward becoming respectful, responsible, and compassionate members of the community.



APPROVAL SHEET

This CB Program/Upskilling entitled "DEVELOPMENT OF ASSESSMENT TOOLS FOR KEY STAGE 1 LEARNERS IN GOOD MANNERS AND RIGHT CONDUCT (GMRC) Schools Division Office Bohol, 2025-2026", has been prepared by:


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